

THE
C

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

JAN 5 1939

JANUARY-1939

CAMPING MAGAZINE



FEATURING

On Qualifications and Responsibilities . . . Elizabeth Wardley
Winter Camping C. S. Chase
Adventures in Music at Camp . Edwin M. Hoffman
Nature Study Mildred Jensen
The Reconstructed Work Shop . Dorothy B. Martner
Woodcraft, Plus Scott Dearolf
Learning To Sail Marian Trott Friis
The United States Travel Bureau



Book Corner
Seen and Heard



VOLUME XI

NUMBER I

OFFICIAL JOURNAL OF THE
AMERICAN CAMPING ASSOCIATION, INC.

(Copyright, 1939, American Camping Association, Inc.)

Tempting **APPETIZERS**



IN SERVING many people each day successfully it's the "little things" that count. Sexton takes great pains with every step in bringing to you these appetite tempters—time tested recipes call for only the finest ingredients for spicing and sweetening them in Sexton Sunshine Kitchens—preserving the pick of the crop in a tantalizing, luscious syrup. The result: the most "finicky" guest knows at first taste that they are different—and better.

SEXTON *QUALITY*
FOODS

© 1939 JOHN SEXTON & CO., CHICAGO-BROOKLYN

R.M.C.

EDITOR

Bernard S. Mason

BUSINESS MANAGER

Herbert H. Twining

ADVERTISING MANAGER

Ross L. Allen

CIRCULATION MANAGER

Betty M. Gibbons



EDITORIAL BOARD

Barbara Ellen Joy, Chm.

Emily Welch

C. Walton Johnson

Mary Edgar

Julian Salomon

L. L. McDonald

Frank H. Cheley



ADVISORY EDITORS

Ernest Thompson Seton

Elbert K. Fretwell

Sidonie Matsner Gruenberg

Jay B. Nash

Paul Hanly Furfey

Hedley S. Dimock

Elmer D. Mitchell

Rosalind Cassidy

H. W. Gibson

Lester F. Scott

Mrs. Paul Rittenhouse

William G. Vinal

W. E. Longfellow

Laura I. Mattoon

Frank H. Cheley

Albert Van S. Pulling

Augustus D. Zanzig

Fay Welch

Louis H. Blumenthal



Published Monthly
October through June by

**THE AMERICAN CAMPING
ASSOCIATION**

330 South State Street,

ANN ARBOR, MICHIGAN

25c A COPY, \$2.00 A YEAR
(\$2.25 Canada, \$2.50 Foreign)

VOLUME XI

NUMBER 1

The Camping Magazine

JANUARY, 1939

Page

- | | |
|----|--|
| 3 | ON QUALIFICATIONS AND RESPONSIBILITIES
By Elizabeth Wardley |
| 6 | WINTER CAMPING
By C. S. Chase |
| 10 | ADVENTURES IN MUSIC AT CAMP
By Edwin M. Hoffman |
| 12 | NATURE STUDY—"IF YOU DON'T INTEND TO"
By Mildred Jensen |
| 14 | THE RECONSTRUCTED WORK-SHOP
By Dorothy B. Martner |
| 16 | WOODCRAFT, PLUS
By Scott Dearolf |
| 18 | ALL ROADS LEAD TO ST. LOUIS |
| 19 | LEARNING TO SAIL THE "WEST WINDS" WAY
By Marian Trott Friis |
| 20 | CAMPS, CAMPS, CAMPS—HO-HUM
Editorial |
| 22 | THE UNITED STATES TRAVEL BUREAU |
| 24 | SEEN AND HEARD |
| 26 | BOOK CORNER |

Entered as second-class matter December 24, 1934, at the post office at Ann Arbor, Michigan, under the Act of March 3, 1879.
The Editor and Editorial Board are not responsible for views expressed in signed articles.



Courtesy American Forests

The Web Trail

The White Wind

The Winter Call of the Red Gods

A Director Chats With Her Counselors

On Qualifications and Responsibilities

By

ELIZABETH WARDLEY

Instructor, the Margaret Eaton School, Toronto
Director, Treaty Point Camp

IN a consideration of the qualifications essential to success in any branch of activity it is found that there are in almost every case certain fundamentals, absolutely requisite and not always superficially noticeable. In camping we might refer to those fundamentals as the three great loves every would-be counselor must possess before even a single thought should be given to camping as a profession. And they are:

First: for children, not only nice, amiable, well-behaved, and well-mannered children, but for the ones we may be tempted at times to label as perverse.

Second: for the outdoors, not only on sunshiny, blue-skied days when the water sparkles and the wind blows fresh, but for the outdoors on the fifth day of a so-called three-day rain, when everything is muddy and damp and cold, and there is no comfort anywhere unless we wrest it from nature by sheer force.

Third: for hard work. After a summer at camp this will be clearly understood for being a camp counselor is really a twenty-four hour a day job.

If you have one or two of these great loves and not all three you may think you'd like to be a counselor but you really wouldn't.

Recently, a questionnaire was sent to a group of camp directors in which they were asked what qualities were most desirable in a counselor and, on the other hand, what qualities or circumstances caused a counselor to be a disappointment. The results were interesting. In only one case did the director stipulate that the individual possess skill or advanced knowledge concerning the activity for which the counselor was

especially engaged. Those qualities of success mentioned most frequently and given the greatest importance were: responsibility, mature judgment, and emotional maturity. And of course their opposites, irresponsibility, immature judgment, and emotional immaturity were named as the greatest causes of failure.

Closely following was considering the job as a summer holiday. That seems, however, to be a fault of the director more than that of the counselor. For it is to the director's advantage to recognize that attitude and undeceive the happy-go-lucky would-be counselor beforehand. Next came two problems which are essentially matters of emotional immaturity: the tendency to attach too much importance to the matter of favoritism on the part of the campers, and the inability to recognize and accept justly given criticism.

From the foregoing we are able to conclude that we, as counselors, are evidently expected to be mature adults capable of managing our own lives before we start trying to handle the problems of others.

In addition to mature judgment there are many other qualifications which may be considered. This may seem to be a list taken from one of those popular books on how to achieve a magnetic personality in three lessons, or on how to be the life of the party, or on how to live. The reason for this is that organized camping is essentially a social existence in which much more importance is placed on the group than on any one individual. (Incidentally there has been no attempt to arrange these in order of importance.)

There is good health. If we are sick we are of no practical use to the group; someone else has to do our job. Camp life involves strenuous physical activity over extended periods every day which demands excellent health.

Perhaps one of the most difficult to achieve is a certain selflessness which is greater still than unselfishness. There is great necessity in group living, and in caring for children, to think of others before the self.

We need self-confidence so that we can stand on our own feet and command respect. We need to be able to settle down to routine living without friction and still be capable of adjustment whenever that routine is disturbed. In living outdoors we are so dependent upon the weather that that one condition alone can necessitate constant adjustment.

Life is pleasanter for all concerned if we each of us in camp practise the essentials of common courtesy. Courtesy, coupled with a sense of humor and a natural cheerfulness can provide oil for almost any troubled waters as well as a firm foundation for good fellowship.

One needs also skill and knowledge in the activities one is to direct. If skill and knowledge are to be imparted to others, the counselor responsible needs a thorough grounding in that particular field.

The first impression others gain of us is that given by our personal appearance. It is no handicap to be physically attractive. Going native may be all right if one is living alone in the wilds, but it is apt to be rather overpowering in a large group. And so let us create a favorable impression upon those who have to look at us by paying sufficient attention to such things as cleanliness, neatness, posture, and by wearing clothing appropriate to the environment and the activity and so provide desirable examples for imitative campers.

In the field of intelligence we might suggest the following qualifications:

Mental alertness: When there are problems to be solved, or suggestions to be made, regard these as golden opportunities to prove the worth of your services.

Keen observation: Go to camp with your eyes open. See things that need to be done and do them. See and hear everything that goes on and the matter of adjustment will be far simpler, as will making your own work fit into the general scheme of camp life.

And another ability which exists in direct proportion to the amount of intelligence an individual possesses is that of learning by experience. The more frequently the same mistake is repeated, the less intelligence is credited to that individual.

And lastly, you must be interesting. Interesting to children and to your own contemporaries on the staff. Paradoxically, the more interested you are in other people and their interests, the more interesting and appealing you become to them.

So much for the qualifications, and now for a brief consideration of the *responsibilities* entailed in counselorship.

First: If we are going to be active and useful members of the camping field we must know something about that very vital branch of education. We must realize that all life experiences, pleasant or painful, go to make up education; that we are faced with the problem of how we wish this generation to be educated; and that we cannot predict what sort of future is ahead of them. We can adopt the present attitude of education that emphasis upon preparing children for successful adult life only, must give way to endeavoring to make it possible for each individual to live fully here and now. That is one of the many aims and objectives which we may strive for in camping—that each day in camp shall provide for that child experience which will enrich the rest of his life. We must, then, know and have a sound basis for our aims. This entails amassing a great deal of information concerning what is being done elsewhere: in other camps, and in other fields of education. We can do this only by providing ourselves with a sound background of educational philosophy, and by approaching the camping field with the viewpoint of a conscientious and thorough student. This involves a great deal of understanding and is far more profound than merely paying lip service to the vocabulary of education.

Next, having become thoroughly conversant with the aims and objectives of camping, we must apply that knowledge to the particular camp. Every counselor of every camp should know and be able to express the ideals of that camp—and yet, should we be challenged, how many of us could even begin to outline what goals we are working toward? And if we who are the leaders, and in truth the camp itself,



don't know what we are striving for, how on earth can anyone else know, and how can we hope to achieve anything? And so, when you go to a camp, search out its ideals and so direct your every effort that you will be making a definite contribution towards their realization.

We must know thoroughly the material with which we work, and it is human material. If we are working with children or with adults we must know how their minds work or we cannot hope to reach them. Again we have opened a wide field for study and research, that of human psychology. It is a study which must be approached with the sincere desire to understand people — other people — and the more adept we are at putting ourselves in the places of others and seeing things through their eyes, the greater our comprehension will be.

Assuming leadership is a grave responsibility. Let us attempt to be intelligent leaders. Let us use the knowledge of our aims, and of human psychology, to the best advantage. The first step in leading others is to inspire them with confidence in you. They must know that you will never let them down; they must be made to feel that you are genuinely and sincerely interested in them; and they must rec-

ognize the fact that you have something which they want. Your personality must carry weight and command respect.

Leadership has been defined as the art of making people want to do what you want them to do. That is an interesting subject to pursue. By analyzing our own reactions, we know that we are most apt to do the things we want to do, and as a matter of fact our most frequently given reason for doing certain things is because we want to do them. We find next that we want to do things which are pleasant and do not want to do things which are unpleasant. If we look at this from the leader's point of view we can say, "I am a leader. These are the people to be led. This is the activity. How can I make this particular activity so very pleasant that everyone will want to do it?" And there is the secret of successful leadership. Too often we are prone to take for granted that others are going to like a thing simply because it appeals to us. Handing a child a paddle and putting him into a canoe is not automatically going to make him love paddling and want to become an expert. The thing is not so simple. He must be made to feel that

(Continued on Page 31)



Pals—the Leader of the Pack and the Leader of the Gang

Winter Camping=

Up Where the
North Begins

By
C. S. CHASE
Scout Executive
Albert Lea, Minnesota

Practical Hints for the ZERO HOUR of CAMPING



Hauling in the Duffle

THE boy comes into the Scouting Program full of eagerness and vim and zest of life. Too often he finds that Scouting is entirely contained within four walls.

He had dreams of the great heroes of the past and present, their exploits and hardihood. He believes that adventure lies on every hand, and so it does. The sponsors of the Troop plan good meetings and some hikes, a good summer camping period, after that the real adventure program folds up for the nine long winter

months without much out-of-door adventure except the occasional hike, usually of three or four hours duration, and they are few and far between.

The solution to our problem of furnishing adventure and holding boy interest is the winter out-of-door program.

Certainly we are not so foolish as to leap right into a hardy camping program with boys used to steam-heat and soft beds and mothers' fond care, out into the cold and snow or rain,

maybe mud and slush, depending on the geographical location.

In my mind's eye is the picture somewhere away beyond the railroads in the wilderness of unknown rivers: camping in sheltered nooks and no companion but his wolf-like dog team is the lonely trapper spending months in the bush with a constant battle against the elements and winning, because he knows his game—living simply, and keeping healthy.

The other side of the picture I can vision—a Scoutmaster or other leader of boys devising a definitely built up, graduated winter camping program. Intriguing it may be but persistently directed toward a definite goal, the ultimate camping as experienced by the trapper in the bush.

The first recommendation is an instruction course directed toward developing physical hardening to resist cold:

1. More work or play out-of-doors. Sleep with windows open. Cold baths—first cold sponge bath, then baths in cold water or cool showers.

2. The second step is a few vigorous winter hikes, afternoon or evening, cooking one meal out-of-doors.

3. Then an over-night camping in a good, safe cabin that can be heated and is free of drafts, with plenty of outdoor activities and some vigorous night games of the nature of Run Sheep Run. This alone will sell winter camping to real red-blooded boys.

4. After some experience in this, the most hardy are ready to try an over-night camp in tent or improvised shelter.

5. The next step is a four-day camp in a heated cabin with lots of out-of-door activity, games and hikes, skating, skiing, skate sailing, ice games, fishing through the ice.

6. After some experience in the last type of camping, the Scout will be ready for the ulti-



Trying His Hand at Driving the Dog Team

mate, the real adventure—a four-day camp in tent or improvised shelters.

It is obvious that the graduated winter camping will work. Its greatest obstacle is keeping the group on a continuous training program.

The writer has conducted innumerable winter camps in safe cabins or lodges without a single cold or mishap. Also on several occasions, 14-year-old boys have slept out-of-doors in 15-below-zero weather in perfect comfort by using the following methods: A fire is built over a hole in the ground filled with rocks. After the rocks are heated the fire is swept away and a bed of poles and boughs is built over the hole of heated rocks. Finally the bed of blankets is made on top of all and the campers crawl into bed, with the stars for a roof and the sigh of the pines and spruce for a lullaby. Those who participated consider it the adventure of a life time.

We have determined to do winter camping. The "How to do it" is our next step:

All campers should be required to furnish a recent, standard health history showing perfect

Finding a Deer Killed by Wolves





Showing the Use of the Parka

physical condition, signed by the parents and the family doctor. This is for the protection of the leader as well as the camper. Also the camper should be up to standard weight.

Then he should be instructed in clothing to provide. This should include warm clothing consisting of heavy *woolen shirts* and *pants*, two pair of *woolen underwear*, a heavy *mackinaw* or *sheepskin coat* or a *Parka* (these can be made of stout canvas and the edges lined with wolf fur—wolverine fur is better but almost impossible to obtain); leather

rubber shoe packs, four pair of *woolen socks*, heavy *mitten*s (not gloves), good *cap* that will protect all of the head fitting snugly around the face, an extra pair of *shoes* to wear indoor or around the campfire.

For *bedding* he must have two double blankets or four single blankets and a good piece of canvas for use under bedding, or a sleeping bag.

Mess gear will consist of cup, knife, fork, and spoon, plate and porridge bowl, all of tin, light weight and unbreakable.

All of this duffle that is not worn may be carried in a *Duluth packsack*, the world's most serviceable instrument for packing and portaging.

This equipment must be inspected by the leader before the start, to make sure all are safely equipped.

For the party as a whole, there will of course be the cooking equipment, similar to that used in summer camping, tools for cutting wood and digging; rope, nails and wire for various uses around camp; and a good first-aid kit, making sure that there is plenty Halazone or other water purifier.

The food for winter camping can be of the heartiest nature. In fact this is an opportunity in cooking that a leader of boys should not miss. Some of the suggested dishes relished by hearty eaters are kabob, winter-sports goulash, slumgullion, mulligan, darngoods, corned-beef patties with potatoes and used between sand-

wich buns, beans and brown bread, frying-pan biscuits and Frutksoppa or the Scandinavian fruit soup, and also "porcupine" made of hamburger, rolled in rice and baked with thick tomato soup, poured over it when done. Don't these just make your mouth water?

If the camping is done in a lodge or cabin, the cooking is simple; if out of doors, the cook should have plenty of time, plenty of fuel, and know his business. If all the campers participate in the cooking, which adds to the fun, an experienced person should be on the job to do the training.

There is a world of opportunity for training and instruction at a winter camp: Teaching boys how to live in the open in cold weather, erecting and improvising shelters, building lunch camps as the lumberjacks do it, building fires, also putting them out. Kinds of woods to use. How to use the axe safely. Winter camping is an added incentive for wood chopping—there is where you get two heats from the wood, one when you cut it, the other when you burn it. Cooking over an open fire, making a proper kitchen lay-out. Melting and boiling snow for drinking water purposes. All of these add to the interest and are of great instructional value.

Teach all sorts of information on care of the person: How to dry boots and keep them soft and pliable. How to care for the feet and make "nips" to reinforce socks and keep the feet warm—"nips" are a square piece of cloth used by lumberjacks and miners as an auxiliary sock. Proper methods of drying clothing and care in changing clothing should be taught.

How to heat a cabin or a tent and guard against carbon-monoxide poisoning should be a lesson of first importance.

The good winter camper learns how to protect himself from snow blindness and how to travel safely on the

Beginners Sometimes Get a Spill





Courtesy Recreation

ice and how to handle ice accidents.

Making a bed in a winter camp is a real experience and adds to the thrill of learning by doing.

A number of games have already been mentioned. The games, sports and activities of winter camping are legion. The fun of winter camping is so novel to most boys that they will declare that the fun of it exceeds by far that of summer camping. All Scout tests except swimming can be taught and given in a winter camp.

To explore the possibilities for winter activities and to list all of the many would be boring, but here are a few:

On the ice—hiking, fishing through the ice, horseshoe-pitching on ice, broom ball, snow battles, ice boating and ice skating, skate-less

races on the ice, ski joring, peanut pushing on the ice, broom chariot races, potato races on the ice.

In the snow—fox and geese, cross tag, run sheep run (also at night), skiing, snow-shoeing, and if there is a hill, barrel-stave skiing can be had, or as it is sometimes called in the North Country, pig jabbing, tobogganing, and bump-the-bumps tobogganing on cardboard from cardboard packing boxes.

The wild life in the winter woods is always full of thrills and interest. The cheerful little chickadee is with us, greeting all with his pleasant chick-a-dee-dee. The lumberjack soon becomes a pet. The woodpecker is tapping

(Continued on Page 31)

Adventures In Music At Camp

By

EDWIN M. HOFFMAN

Camp Sequoyah

RATINGS, appraisals, evaluations, testings—these are in our blood today. The hens on a modern poultry farm are warned to “Produce or Perish.” Results are demanded. In certain areas of the intangible, results are difficult to measure. So it is in these areas, the areas of creative effort, perhaps, that it is of special importance to analyze our objectives, appraise our philosophy, and study our techniques, rather than to depend merely on measuring results.

It is easy to see that in what we call “camping,” woodcraft, nature lore, Indian lore, and the like, have a very peculiar function. But to discover how so universal a thing as music makes a claim as an essential in the specialized program of a camp may not be so self-evident.

There are at least three phases of camp life in which music may make an essential contribution. Of the first phase—music as a socializer—little need be said. We all want a “singing camp.” But just what do we mean by a “singing camp”? Recently I attended a meeting of men designed to “set up” a modest financial drive for a local charity. In order to start us off in good spirits it was considered the thing to have us sing. So the leader, book in hand, solemnly asked us to rise from our comfortable chairs (it was at the end of a day’s work, too!) and sing “My Old Kentucky Home.” This we solemnly did. Then (still standing above those comfortable chairs) we must sing “Alma Mater,” and finally, to add the proper religious tone, a few hymns. Then we solemnly sat down, having solemnly done our duty. If our camp song leaders have ideas like that, we had better forget singing as a part of the program. In a real singing camp the campers sing because and when they want to, not because and when they are told to. They do not have someone stand up and beat the time. They do not sing from books, except

in practice periods for new songs of too great length to learn by contagion. They sing all kinds of songs, from “ruff stuff” and “barber shop” to part arrangements of the classics. In a singing camp *the music grows out of the situation. It is never a superimposed thing.*

A second kind of music which a camp may well find makes a unique contribution to the total effect of camp life, is sometimes called “personalized music.” One can no longer discount the radio and the phonograph as the greatest common denominator in the music of our time. Where a few thousand may hear the New York Philharmonic in Carnegie Hall, millions listen appreciatively, gratefully, and hungrily every Sunday afternoon. But even at its best, music coming from a box is somewhat depersonalized. At camp we ought to have some good music that comes directly from persons, both campers and counselors. There are values in seeing and knowing the performer that add a tremendous appeal to music. As in other fields, enthusiasm and love for music may be caught when it comes as an expression of a known and loved personality. The mysteries of the unknown, the unseen, the inexpressible are best felt and most nearly comprehended when a person is the medium of expression. This sort of experience for campers, of course, will not come to pass unless there is in every camp at least one person who is a passionate lover of music. And he will have uphill work unless other counselors have some appreciation of musical values. None of us would tolerate a counselor who would go around knocking because he did not like “that kind” of instruction in swimming. We should not tolerate such ignorant criticism of the work of the music staff if they are doing the thing we want done in music. A little derogatory talk about the music being “highbrow” or “classical” may ruin the attitude of a whole season. The camp itself

must furnish the fructifying environment for personalized music of a high order.

Just as camp offers adventures in outdoor life in a variety of ways, so there may be *adventures* in music. In fact, musical exploration should be a basic idea in our philosophy of camp music. Music learned and sung for the first time, and forever associated with the smell of the outdoor fire and the circle of friendly comrades; new melodies from the masters, perhaps a Bach chorale, or a Franck symphonic melody forever after associated with the friend at camp by whom it was introduced; the richly satisfying field of the folksong, and of earlier worthy hymns pushed out by modern trivia; and of the newer hymns that express so well the yearning for righteousness of modern youth—here are some of the adventures in music that are altogether possible.

The camp that uses the same old hymns for its worship service that are sung in every church "back home" is simply missing its chance to make a fresh and vital contribution to the camper's worship experience. No one knows better than the music counselor how great is the pressure from all sides to sing "Day Is Dying in the West" *every* Sunday evening. But how much more enriching to learn, and so learn to love, "Softly Around Us the Shadows Are Falling." Or the pressure to sing "Oh, He Walks with Me and He Talks with Me" rather than the immortal Twenty-third Psalm, set to the ancient Irish melody and cast in the quaint words:

"The King of Love my shepherd is;
He maketh me to lie
In pastures green, He leadeth me
The quiet waters by."

The fact is that both good hymns and bad jingles are much overworked in too many camp programs.* There seems to be a certain inertia, even a resistance, to learning new hymns. Yet every song leader knows the experience—and how rewarding it is!—of having the new one that was sturdily resisted one season become the old song for the next season, and vociferously demanded. This inertia can be overcome with patience and persistence and a cleverly worked-out repertoire. Learning new hymns may become a spiritual adventure as well as a musical one.

* *Studies in Hymnology*, by Mrs. Crosby Adams, Cokesbury Press, has an excellent presentation of this matter.

Such a response as the following should hearten us in our determination to make music mean more to campers: A boy recently wrote his music counselor enclosing two bars with notes written on them, *sans* time or key signatures. "I won't go so far as to say the enclosed music is written in the correct key, but if you play it as it is, I hope you will get the idea," said he. What are the two tunes? he wanted to know. "Pop" had played them on his cornet after taps, they had haunted the boy ever since, and their names he must know! So this camper's musical exploration has led him to the place where Solvæg's Song and the Andante Cantabile from a Tchaikovsky string quartet are his possession. The music after taps in this camp has caught the attention of many a boy as has no other.

An occasional musicale may be planned that combines an informal discussion of the music with the performance—something about the composers, the program, or the "story" of the music, if there be any, and a bit of analysis of the structure or the musical quality of the work. Or on a rainy evening the music counselor who is really a lover of music sits at the piano and just begins to play. Sometimes it will turn into a song-fest, with a crowd around. But often the few boys, maybe only the one, who really care for good music will drift over to the magic of a Chopin nocturne or a Debussy color-tone—just sitting quietly by, saying nothing. Here is a situation where there may be some real education. Casually, as one friend to another, the player tells the listeners what he likes about Chopin. He repeats the nocturne, points out the themes, contrasts it with some other. It becomes a personally conducted adventure and binds the group together in love of the beautiful.

Not long ago I was scanning through a book designed to offer songs, stunts, and games for groups of all sorts. When I turned to "Camp Songs" I found an assortment of old-time favorites, ruff-stuff, jingles, parodies, sickly sentimental hybrids born of some popular song crossed with a childish attempt at verse—

We are ever true to thee,
O Camp Ta ta ta;
We will ever loyal be,
Dear Camp Ta ta ta.

I found myself wondering what in the world
(Continued on Page 28)

Nature Study— “If You Don’t Intend To”

By

MILDRED JENSEN

NEW YORK CITY children at camp in lovely Connecticut “hated nature.” Bugs and live things sent them into spasms of real fear. On the other hand, they loved the smell of automobile exhaust, the roar of the “L,” and the dangers of the city streets. Former nature counselors had tried to counteract this fascination by formalized learning of wild flowers and the pressing and cataloging of leaves.

So the summer came when no one would sign up for nature study. The children shunned the new nature counselor, but “tolerated” her on a certain hike. Tired, the group were resting under a tree. Casually the new counselor picked up a leaf with a perfect round ball attached. Intently she began prying into the ball, musing to herself, “I wonder if the wee baby is still in here!” The girls began to watch. “What’s in there?” asked one.

“Oh, we’re lucky!” exclaimed the nature counselor. “See the tiny creature asleep!” The girls crowded around. A wee head moved in the center of the oak gall.

“What is it? How did it get there?” they exclaimed.

Followed then the story of how a mother gall wasp had pierced the leaf and deposited her egg there, and of how the leaf had grown around the egg in the shape of this ball, protecting it from the eager beaks of birds, and later, when the egg had hatched, providing food for the hungry baby. More about the change from the larva to the tiny gall wasp that would climb out ready to start the process all over again.

“Oh, here’s another ball on a leaf,” shouted one girl. “Let’s see what’s in it!” Inside this time was a tiny worm-like larva. Soon each girl was digging into a gall, researching for herself.

At another rest spot in a meadow the counselor began examining a weed twig on which was something which looked like a collection

of saliva. Self-respect still required indifference on the part of the girls, though one exclaimed, “Who could have been spitting here?”

“That’s Jimmy Spitbug,” said the nature counselor. “See the little rascal in here!” Everybody gathered around to see and hear how Jimmy hides himself in a bubbly mass.

“Gee!” said Dolores, “I like nature study if you don’t intend to.”

What child wouldn’t respond to nature’s mysteries — the processes, the metamorphoses, the struggle for existence everywhere, the myriad secrets for eluding enemies — when they experience them? That is what nature study should be — a learning to know what is happening; not a mere collecting of things or a learning of dry, unrelated facts. A successful counselor won’t have to drag campers into nature study but will be swamped by them bringing specimens, creatures, and oddities for explanations and stories. When they begin to suspect that every stick and stone and crawling thing has a thrilling story, projects can be suggested and will be carried out with enthusiasm.

When Jane brought a tadpole, it was occasion for rejoicing. “It’s a baby frog, isn’t it?” asked one of the interested group peering into the jar.

“Or is it a baby toad?” asked the counselor. “If we could keep him until he grew up we could tell.”

As a result an amphibian cage¹ was forthcoming, and in the process much was learned as to the habitat of amphibians and the remarkable change in their breathing apparatus from gills to the lungs of land creatures. “And the tail doesn’t drop off, does it?” they asked in

¹ An amphibian cage should have a metal tray to hold damp moss and dirt with a deep tin in one end for water. It should have a wooden frame covered with wire screen, and a screen top as well to keep frogs and toads from jumping out, yet allowing easy observation.

surprise as their daily inspection noted its slow absorption.

In that amphibian cage were kept turtles, salamanders, crayfish, as well. The children were fascinated with the queer inside-out-ness of Jones, the turtle, with his bones outside and flesh inside. They repeatedly sought the delighted fear they felt at his hiss. The story of Sol Salamander was thrilling—first his aquatic life, then on land, and after two years back to the water again! (Imagine *his* breathing equipment!) How they enjoyed the queer leggy, backing-up crayfish with her babies clinging to her swimmerets! Never a brook or pond was passed without looking for the caddis flies carrying with them their dwellings of sticks and stones.

They opened paper-and-mud wasp nests and found babies looking like aged old men. They heard the story of the mother's foresight in filling the cradle with stunned spiders for the baby's food. They watched mud-daubers roll up mud from the beach or around the pump and followed them to view the plastering. What fun the beehive was! Hours were spent watching the activity there and finding out what was really going on from that astounding book, Materlinck's *Life of the Bee*. Old Bumble was investigated and they learned how he survived the winter, and why "no Bumble no clover." Nicks out of leaves and petals? Leaf Cutter Bee at work, of course.

Sitting by an ant's nest with the ever alert counselor, the campers discovered things which made them marvel — the sentinels at the doors, their haste in protecting the larvae and young, their cooperation in bringing heavy food, the growth of wings for the marriage flight, the robbing of pupae from other species to become slaves for the conquering tribe, the tending of their aphid herds for "milk," their wars of vitriol and scissors-jaws!

Some had never before watched a spider spin her silk from tiny tubes of liquid. Others got acquainted for the first time with Friend Snail. "How can he walk up a glass tumbler?" they asked. "Was there ever a more marvelous foot? Look what happens when he's turned upside down!" The earth worm, too, was a bundle of excitement when they learned how he cultivates, fertilizes and drains the soil.

Domestic animals were not forgotten. City campers thrilled at the visit to a nearby farm

to see the cows and goats milked. They rode on the back of a horse and atop the hay, gathered eggs and fed the pigs. Some campers wanted to plant and tend a vegetable garden of their own and they had the rich experience of gathering and eating the fruits of their own hands — radishes, peas and beans.

A sundial was constructed. The younger groups cemented stones into a pyramid for a base. Mixing cement was a lesson in chemistry, as well as an enjoyable mud-pie experience with a practical outcome. Older campers drew and painted the dial. Everyone thrilled on sunny days to note the dial shadow coinciding with their watches.

A rock garden! Native ferns and plants were used, but whether acid or alkaline soil, whether sun or shade were needed, had to be discovered before transplanting. But rocks were the feature of this garden. Queerly shaped, colored and formed rocks (campers indulged their "collecting instincts" for a purpose) were arranged attractively around a small pool—more chance for cement mixing. Campers learned the rock types—metamorphic, igneous and sedimentary, and of course heard the graphic story of their development. One child, with a bit of igneous rock in his hand, stood transfixed as its story carried him back eons of time. Experiments with saturated salt solutions, evaporating in dry, cool, and draughty places, made possible comparisons with rock crystals.

Clean clay was found and worked into pottery, Indian fashion. A kiln was built in which to fire it. Rushes and small twigs of willows were turned into baskets. One group developed bird houses and rustic furniture of birch limbs. Leaves were printed in plaster of paris, or in ink from linoleum blocks.

Campers tasted nature's own medicine—sassafras, sweet gum, wintergreen, sweet fern. Neighbors of advanced years told of the use to which herbs had been put in early years.

The "What Is It?" shelf was a popular spot, to which every odd and interesting specimen was brought—lichens, stones, bird nests—which several researches tabulated for the interest of the whole camp.

Dramatize? Surely! The life history of a wasp, an ant, a bee, a butterfly, or frog. Seasons were made to pass, children impersonating winds, clouds, fairies, sun, moon, stars. Myths

(Continued on Page 29)



The Reconstructed Work=shop

By

DOROTHY B. MARTNER

THE inspiring season has rolled around once again when staff members and campers are thinking about and making plans for the coming summer. A word then might be welcomed by craft counselors who are about to make plans, acquire materials and new ideas for the organization of their reconstructed work-shops.

I use the term *reconstructed* work-shop because it implies that work-shops as many of us know them are going to be changed to shops of a newer mode. For example we have heard considerable about teaching of creative art, which is the principle feature of the reconstructed work-shop, but it has remained in theory on a printed page and has not been introduced into craft shops as yet. As counselors become more aware of the meaning of teaching creative art and more aware of the possibilities camp has to offer for creative work they will put the creative method of teaching into practice.

Explanation of Method Employed in Teaching of Creative Art

Teaching creative art requires a very different method of teaching from the methods commonly employed in the craft shop. I can best make clear the procedure used in teaching

creative art by following through, step by step, a particular case (project in leather tooling), and by contrasting its method with one which is not creative.

1. Secure the childrens' interest by:
 - a. Group discussion of the particular qualities of medium to be used (leather and tools)
 - b. Exhibiting tools and hides
 - c. Showing samples of tooled leather and machine made pieces
 - d. Presenting exhibit of previous work done
 - e. Expressing your appreciation of hand tooled work
 - f. Encouraging the children to make suggestions and talk freely about leather in their experience. In this discussion they acquaint themselves with tools, materials, and start thinking about the use they could make of leather.
2. Let children choose what they will make
3. Have children prepare several designs drawing from nature or their imaginations for basis of designs. For example they may draw from leaves or from their memory or idea of leaves. They may choose flowers, fish, ferns, mushrooms, birds or other natural phenomenon they will discover when they have become acquainted with the idea of looking for ideas to be used as designs.

4. Have children carry pencil and paper around in woods with them jotting down suggestions. These may be drawn and redrawn in as free a manner as possible so that the end result only resembles the beginning sketch.
5. From the many designs choose the best. (Making many designs encourages freedom of expression. It also encourages criticism of work in order to pick out the best design made.)
6. Let children criticize each others' designs and help each other choose the best. Study to see if shapes are varied, if the design is unified, if forms hold together, if there is rhythm.
7. When design is chosen enlarge to desired size not mathematically but by redrawing with freedom. (Tracing designs takes away the original freedom while redrawing is good practice and maintains original spontaneous appearance.)
8. Trace design on leather and tool. The teacher will make sure each child is using tool correctly so that the best results may be obtained.

The work-shop should contain self-explanatory charts of processes of tooling, lacing, snap-setting, etc. The children can learn a great deal from these allowing the teacher more time to spend on the design element.

The preceding method is very different from that in which the teacher has the finished product before her when she begins. She shows her work to the group and whether they are interested or not they are obliged to make the art object as the teacher has conceived it. In this approach the teacher has solved an art problem which does not even exist for the child. I think after consideration it is quite evident that in the latter method the teacher does all the thinking and that this is of no benefit to the child.

The teacher's part in the creative process is to gain the child's interest and help the child solve the problem of his choosing. From this experience the child learns to make a problem of his desire and learns to solve it.

In the creative art class no two children make the same thing but each creates something which is in accordance with his own deeds and desires. The child expresses himself in his art experience and the experience becomes truly educative (as well as biologically valuable) since it satisfies the fundamental aesthetic desire of the child.

Objectives

The objectives of creative teaching are:

1. To help the child state his need in a language

- understandable to himself. In this process the urge to express, or the so-called aesthetic desires become articulated. It is transformed from an abstract, uncomfortable and unproductive want to a graspable, attainable desire.
2. To fulfill the aesthetic desire of the child which are as basic as other biological desires.
3. To enable child to use better choice in consuming or producing manufactured products.
4. To encourage self-expression which develops personality.
5. To teach appreciation of nature and beauty of forms always present to the eye.
6. To teach appreciation of designs made by others.
7. To teach fundamental principles of art.
8. To teach sources for basis of designs.
9. To teach use of tools and materials.

Materials to be Used

The new creative method of teaching will add a new responsibility to the craft counselors' lot. It will be up to her to choose what materials are best adapted to creative work. In my opinion raw materials will prove most useful since raw materials require more creative effort in their consumption than do half-prepared, manufactured materials. Nature offers an unexhaustable source of raw-goods to counselors who have the ability to utilize them. For example wood, abundant on camp ground, clay, also to be found on some camp sites, leather, linoleum, and the sheet metals, pewter, silver, brass, copper, and tin. There are other materials—those scraps and left overs from winter's activities. I have in mind cloth, yarn, cord, rope, etc., particularly usable for making original dolls, puppets and costumes for camp dramatics.

The Counselor's Role

While we still have in mind the method, objectives, and materials belonging to the new work-shop it is necessary to think about the change which these things bring about in the counselor's function and her relation to the campers. The counselor will no longer spend her time teaching forever the same techniques. I have in mind the making of lanyards which require no thought and no designing but are limited in their educativeness to the technique of finger manipulation. She will, rather, be setting a stage for creative work to take place. Keeping materials out before the children is one way of setting the creative stage. I know of no better way to obtain children's interest than

(Continued on Page 29)



Courtesy Camp Northland

Woodcraft, Plus

By

SCOTT DEAROLF
Camp Sequoyah

IF a counselor must be identified with one definite "activity" for the duration of the camping season, perhaps there is no other more fascinating from a guidance standpoint (and what other would you have?) than woodcraft—hiking and camping-out adventure, the art of living in the woods.

Many reliable studies supplement your own observation that the general nature of the interests of boys and girls of camp age takes a definite direction toward woodcraft enterprises. Since "activity" counselors are dealing with campers on a level of interest, what could be more fascinating than to provide varied experiences within this general interest area of woodcraft to unearth and develop potentialities and interests, find and meet needs for the optimum

growth of the individual camper? "It's a natural."

Woodcraft presents these varied experiences against this task: for youngsters: informal "vegetative" doings such as climbing trees, swinging on vines, skimming stones across lake water, fishing, wading, mud fights, play about a natural situation such as a beach, mountain stream, lake (stick bridges, water wheels, dams, rafts), imaginary play, sleeping any place about camp except in the cabin, simple gardening, fun with kites, short hikes, simple cook-outs, digging underground huts, stories, simple games. In a trip camp where youngsters see oldsters prepare for, depart and return from, extended trips, short-term "outpost" camps in imitation are intriguing. Then there are unified enter-

prises where a large bulk of the entire camping experience is built around the life in an Indian village, frontier post, or gypsy camp. Treehouse life and lake dwelling may be mentioned here.

For oldsters you would omit little of what has appealed to the youngsters, and add these: woods handicrafts, construction projects, extended wilderness trips. Opening up this last item—wilderness trips—we find these varied doings: exploring in a canoe, on a horse, on your own legs; nature lore; all the things-to-do incident to the actual living—packing, bed-making, cooking, personal hygiene; enjoying poetry, singing, bull sessions, close fellowship; riding a log flume for miles; visiting trout in cool pools; listening to tales of the bear country from the lips (and imaginations) of bear hunters;—but this is enough elaboration to show that the opportunities for appraisal and adjustment in this wealth of activity are many and varied.

Woodcraft is earthy living, the camper is in as natural a living situation as you will ever find him, and the opportunities for a wise and

observant counselor to increase his understanding of the individual—ascertain his potentialities, interests, and needs—are truly as great as the opportunities for developing these abilities by providing conditions favorable for growth, giving information necessary as a basis for making wise choices and helping the individual to acquire special skills.

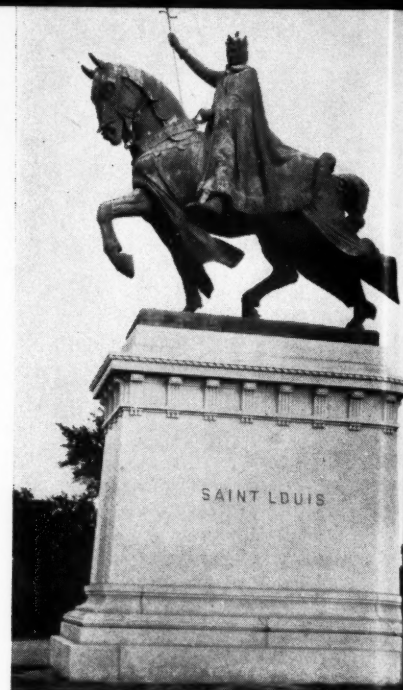
This whole concept hinges upon the “wise and observant” counselor—whether woodcraft in your camp is in the hands of just an outdoor man or a counselor-woodsman. To draw the distinction a bit more sharply, the counselor-woodsman conducts a wilderness trip somewhat as this:

At the same time he is providing growth experiences for individual campers in the activity incident to preparing for the trip—securing equipment, planning menus, and working out the hundred-and-one details of such an undertaking—he finds time to review his knowledge of the individuals making up the party. The cumulative record of each camper—filled-in application blank, records of interviews with

(Continued on Page 30)



All Roads Lead
to
ST. LOUIS, MISSOURI



16th Annual Convention

of the
AMERICAN CAMPING
ASSOCIATION



EXCELLENT SPEAKERS



DISCUSSION PERIODS



RECREATIONAL & EDUCATIONAL
TOURS



MEET OLD FRIENDS



Come and Have A Good Time

February 2, 3, 4, 1939

Hotel Jefferson
St. Louis, Missouri



Learning To Sail The "West Winds" Way

By MARIAN TROTT FRIIS, Director West Winds Camp

TO THE average person, learning to sail means learning how to handle a small boat, alone, in inland or coastal waters. The next step is learning how to race, and, finally, how to navigate deep-water boats. But first of all comes ordinary, Saturday-afternoon, "family-style" sailing. I believe that the quickest and most enjoyable way of learning to sail is to get into a safe, well-balanced little boat—and sail. Of course, a youngster should know the parts of a boat, the rigging, the important difference between coming about and jibbing—the A.B.C.'s of the art, but the main thing is to get into that boat as soon as possible. Lectures on the mechanics of locomotion are of little use to the child who is learning to walk!

Casco Bay, Maine — particularly on the west side of Great Chebeague Island where "West Winds" Camp is located—is ideal for the kind of sailing I'm talking about. The islands (365 of them, so the old-timers say!) form small, protected bays of comparatively shoal water. No matter in what direction one sails, there is always land within a few hundred yards. There is protection from ocean swells and heavy winds, and, at the same time, marvelous variety of landscape—a matter which is of as much importance, to me at least, as the sailing itself.

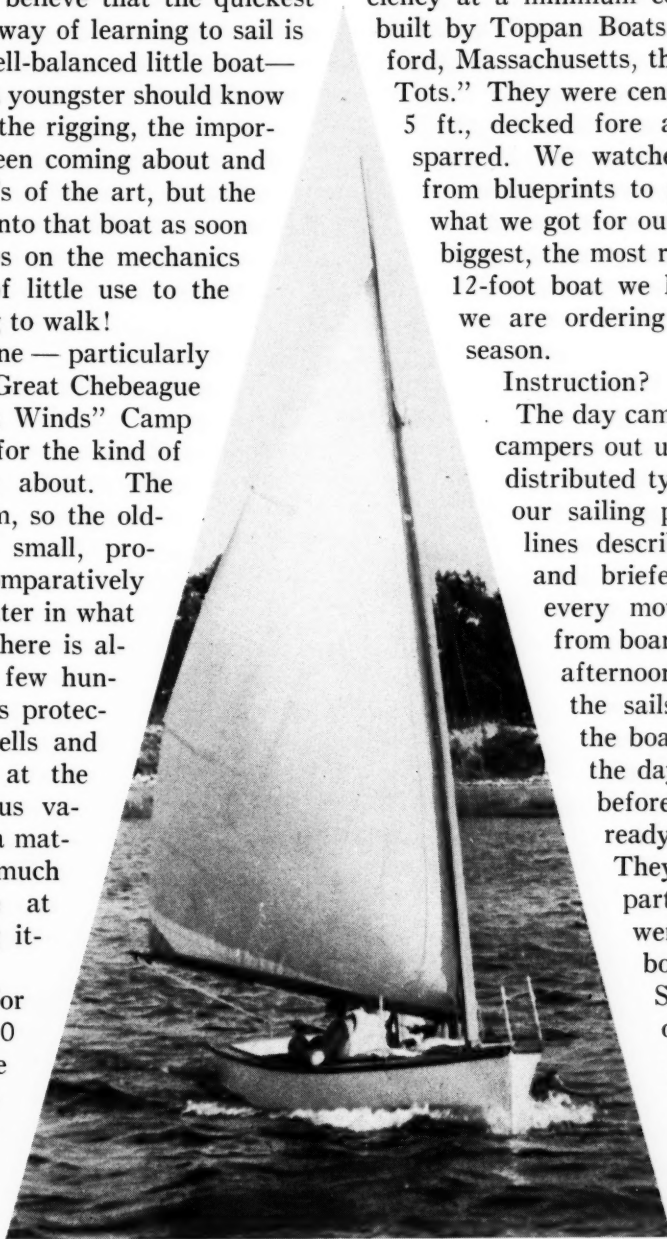
Choosing boats for girls ranging from 10 to 16 years of age was a serious matter. There were many angles to be considered. First of all, of course,

we wanted *safe* boats. Next, they had to be small enough and balanced well enough so that ten-year-old girls (under the watchful eye of a counselor) could sail them, and yet they had to be large enough to carry three persons comfortably. Lastly, we wanted safety and efficiency at a minimum cost. And so, we had built by Toppan Boats, Incorporated, Medford, Massachusetts, the first four "Toppan Tots." They were centerboard cats 12 ft. x 5 ft., decked fore and aft, and under-sparred. We watched these boats grow from blueprints to paint—and we know what we got for our money. We got the biggest, the most rugged, and the safest 12-foot boat we have ever seen. And we are ordering two more for next season.

Instruction?

The day camp opened, we met the campers out under an oak tree and distributed typewritten outlines of our sailing program. These outlines described, in the simplest and briefest fashion possible, every move one would make from boarding a sailboat for an afternoon's sail, to stowing the sails in their lockers in the boathouse at the end of the day. With these papers before them, the girls were ready for my little talk. They were shown the parts of a boat as they were printed on a cardboard model of a Tot. Setting the model down on the table before me and using an arrow to indicate wind direction, we ran quickly through

(Continued on
Page 27)



Editorial

Camps, Camps, Camps, —Ho Hum

An inspection of other camps is an inspiration to all of us. Let's get in our car and swing around on a little visiting tour. No difference whether we go north, south, east, or west, so long as we find camps.

A few miles and the familiar camp sign appears, but it's a phony—it's only Turk's Tourist Camp. Tourist camps and more tourist camps. At last a deluxe one—with "rest rooms in every cabin"! The next one makes no mention of the volume of rest rooms but promises that those they do have are clean! But praises be—at last we find one that has "Clean Beds"! Well, that's something, anyway.

Then comes a camp arrow that seems to point to nothing more than a rural gas station, but nosing around we find that we are wrong—there is a picnic table and an apple orchard in which to pitch your tent! Following the next camp sign, we get into a dingy shack where Bar-B-Q sandwiches are dished up from a smelly oil stove! But some are better, for here is a camp that serves "Maud's Country Chicken Dinners."

We pass the U.S. Army Camp and a CCC Camp. At last hope revives, however, for we come to an inviting patch of woods with a camp sign—but we find nothing on it save a lanky caretaker, who tells us that it is a place to park your trailer!

Passing a village on the outskirts of which is the "City Camp," we come to a State Camp with an invitation to drive in, and then a lake with a whole string of camps—Bide-a-wee Camp, Camp Cozy-Comfort, etc., etc.—family cottages all; and at last the inevitable Dew Drop Inn—how sorry we are we can't!

But persistence is rewarded, for at long last we find what we are looking for—"Spirit Camp." Clever name—should intrigue the youngsters! But alas—it's the gathering place of *spiritualists*, where the ether is free from the city's grating noises! We are told we better stay for this week's medium is powerful! Next comes an old-fashioned religious Camp Meet-

ing with a colored revivalist, and finally a Ministers' Camp Retreat.

Not only the spiritual but the health objective is well defended in the camping world, for a barracks of a resort hotel, the porch of which suggests an elderly ladies' sewing circle, turns out to be a hay-fever mecca, and another a fat woman's Reducing Camp! Then comes Dr. Blank's Health Camp sign with a bi-line stating that the Doctor is a specialist in Swedish massage.

But far be it from camping to neglect the arts—there is the Artists' Camp Colony, the Ballet Dancing Camp, and the Mummers' Camp where plays are rehearsed for the Little Theatre in the Woods.

Camp directors are given to alliteration—there is Joe's Joint, Pete's Place, Rube's Rest, Dave's Dive, Hank's Hangout, Ike's Inn, Luke's Lookout, Bo's Barbeque, Carl's Cabins, Sammy's Sideboard, Gertrude's Garden, and Wilcox's Welcome. All camps for the very convincing reason that they have a cabin or two behind and a place to park your car!

Thirsty? Sure—there are beer joints aplenty under the camping sign, and one neon camp sign leads us down a private road through a cedar swamp to a gambling house. We pass Fishing Camps, a Ranger's Camp where the fire warden lives, and "The Lumbercamp" transformed into a dance hall.

And lo and behold—at last the Nudist Camp!

A bus passes us filled with boys, with a camp sign painted on it. We asked the boys what camp the bus is taking them to, and they reply, "The bus IS the camp."

Confused, we return home wondering what a camp is anyway, and consult that inevitable resort of confused men, *Webster's Dictionary*. We find thirteen definitions with many sub-heads, ranging from a collection of shacks and huts to a well-barricaded fort, to a rest period, nap or siesta!

In the city anything is a club from a gang of boys playing basketball to a night club with a burlesque floor show, to a country club where

stuffed-shirts gather to call each other by their nicknames and kick up their heels like the well-fed old cows in the pasture. And if any one of this myriad assortment of clubs is transported fifteen miles outside the city limits it becomes a camp. Especially if it has the further qualification of being a little dingy and dilapidated—if spick and span, it is apt to remain a club.

Yes, visiting camps is always inspiring!

By now we hesitate to list our occupation as a camp director, not knowing whether we will be classed as the owner of a rural gas station, an operator of a tourist camp (with clean beds if we are enterprising), a proprietor of a dilapidated resort hotel, a dispenser of hamburgers, an advocate of nudism, a health faker for reducing hefties, a cafe operator with a bar handy to the still in the woods, or a spiritualist medium about to go into a seance!

And we aren't so sure we want to be a "camp" director at all.

Do we need a new name for the institution of organized camping?

Esther Hamburger

Esther Hamburger, long time member of the New York Section, died on August 30th. With her sister, Mildred, she directed Pine Cliff Camp in Maine. The camp is to continue with her sister in charge.

The Passing of Philip H. Cobb

Philip H. Cobb, son of Mr. and Mrs. Charles E. Cobb, directors of the Wyonegonic and Winona Camps at Denmark, Maine, was accidentally killed by an automobile, Sunday night, November 20, near Gov. Dummer Academy, where he was a teacher. He was the brother of Roland H. Cobb, Vice President of the American Camping Association and the director of the Winona Camps for boys for many years. His contagious personality, wise judgment, sympathetic understanding of humans and unselfish spirit, made him beloved by all who knew him. His many friends in the camping world will miss him greatly from gatherings where he was always a welcome member.

NUMBER ONE

Camp Advertising Medium!

FOR five consecutive years Parents' Magazine has been first choice among camp advertisers, carrying more camp advertising lineage, and a greater number of camp advertisers than any other magazine. During 1938, 65% of all camp advertisers used Parents' Magazine.

Because 98.4% of the approximately half-million circulation of Parents' Magazine goes into homes with children of camp age, and because Parents' Magazine readers are progressive, well-to-do parents who appreciate the value of camping, Parents' Magazine offers a waste-free, effective circulation. Parents' Magazine produces camp enrollments—that's why it's the number one camp advertising medium!



Write for special camp advertising rates.
Regina McGarrigle,
Director,
School and Camp Dept.

PARENTS' MAGAZINE

9 East 40th Street

New York, New York

Solve Your Problem-

of COUNSELOR APPLICATION BLANKS

Here is a comprehensive, yet concise, blank—tested—found practical and effective—prepared and recommended by experienced camp directors.

Single copies, 3c; \$2.00 per 100

You can get information, adequately and quickly, by using a prepared letter to go to all references given by potential counselors.

Single copies, 3c; \$2.00 per 100

Prepared by Barbara E. Joy and Emily Welch

ALL PRICES PLUS POSTAGE

EMILY WELCH, 111 Waverly Place, New York City

DOUBLE ACA

MEMBERSHIP

By

CONVENTION!

The United States Travel Bureau

Serves the Camper and Tourist

THE Secretary of the Interior authorized the establishment of the United States Travel Bureau in the Branch of Recreational Planning and State Cooperation of the National Park Service of the Department of the Interior on February 4, 1937. The Bureau's field office was opened at once in the Federal Courts Building, New York City, with Nelson A. Loomis as Chief of the Bureau, but later was moved to the Government-owned building at 45 Broadway, where it now occupies the whole front of the first floor.

Attractive displays made in the Museum Division of the National Park Service and others furnished by the States and various travel promotion agencies are exhibited in the windows and lobby and attract the attention of great numbers of people to the scenic and recreational areas of the United States and of its Territories and Island Possessions.

Display racks containing large quantities of descriptive literature covering the entire nation are located in the lobby. Master information files have been prepared which will ultimately contain the most complete set of recreational and travel literature and maps available in the country. The Bureau is now in position to furnish information regarding recreational areas and facilities, tours, transportation and other data pertaining to travel in the United States.

The States and private transportation and travel promotion agencies are cooperating with the Bureau by furnishing descriptive literature for distribution. Inquiries received by mail are transferred to the proper State agencies for action until such time as the States can send their representatives to the Bureau to handle these inquiries directly.

Objectives of the Travel Bureau

To promote increased travel within and to the United States by a public educational program describing the scenic, historic, recreational, climatic, and other tourist attractions.

To increase international good will and understanding by encouraging foreign tourist and student groups to travel in the United States.

To disseminate to the public the information obtained by the Park, Parkway, and Recreational Area Study and from other sources relating to the availability of recreational areas and facilities in the United States.

To cooperate with and enter into agreements with States and other agencies for the purpose of promoting travel to, and recreational use of, the national and State parks and other recreational areas in the United States and its Territories.

To establish and maintain a complete file of information concerning recreation, recreational areas, both public and private, and travel for the use of publishers, reporters, authors, etc.

To cooperate with transportation lines in increasing tourist travel.

To serve as a clearing house for the distribution of literature furnished by the States, Territories, and private agencies.

To cooperate closely with various State and private organizations in the publication of literature and in the presentation of motion picture travelogues and radio programs in English and foreign languages.

Services Now Being Rendered

Distributes to the public (domestic and foreign) accurate and impartial travel information regarding the United States and its Territories and Island Possessions.

Maintains "over-the-counter" distribution of pictorial pamphlets and brochures supplied to the Bureau by State publicity departments, Government departments, and private agencies.

Refers requests received by it for information and descriptive literature relating to the recreational facilities of a particular State, Territory, or Island Possession to the proper agency or official for direct reply.

Displays exhibits depicting advantages of travel and recreation in the United States and in its Territories and Island Possessions in five large windows on Broadway, New York City, and arranges for the loan of such exhibits to organizations.

Prepares and presents recreational data concerning State facilities for international radio broadcasts.

Maintains a reference file of recreational facilities of the entire nation, for use by writers, reporters, and radio script writers.

Prepares a calendar of events and maintains a file listing the dates and descriptions of important public events throughout the nation.

Cooperates with steamship lines, railroad, and travel agencies in the promotion of group travel to and within the United States.

Cooperates with advertising agencies in the preparation of material for publicizing national and State parks and promoting travel.

Method of Cooperation

So far as practicable, the United States Travel Bureau will operate along the lines of the plan successfully followed by most foreign nations in promoting tourist travel, which is for the National Government, the Provinces (or States), and private industries to unite their efforts and contribute annually to a general fund to be used in encouraging tourist travel from abroad. Such funds are usually expended by a Government official or by a national commission supervised by Government representatives.

Any State, industry, or private individual may cooperate with the Travel Bureau in coordinating travel promotion activities of the various States and of travel organizations by contributing funds and literature to the National Park Service for this purpose.

Matters relating to the travel industry may be submitted to the United States Travel Bureau with recommendations for Federal action.

All funds contributed to, and accepted by, the Secretary of the Interior (See 49 Stat. 477) for developing the work of the United States Travel Bureau will be deposited in a special account in the United States Treasury and used exclusively for national travel promotion activities, such as for the preparation and publication of descriptive brochures, production of motion picture travelogues through the Division of Motion Pictures, Department of the Interior, preparation and presentation of radio programs, and the translation and presentation of the publications and the radio programs in foreign languages.

Proposed Activities

With the support of the States and subdivisions thereof and industries which benefit most from increased travel, the United States Travel Bureau may:

1. Sponsor an international campaign to promote travel to the United States; to increase international good-will and understanding; and to publicize United States scenic and climatic attractions in foreign countries.

2. Sponsor national United States travel and recreational exhibits at such places as the Paris Exposition, the New York and San Francisco World Fairs, representing the attractions of all States, regions, and Territories.

3. Sponsor and supervise a permanent United States recreational and travel exhibit with literature and travelogue motion pictures. Permanent exhibits displaying scenic, health, and recreational attractions of the various States and Territories might advantageously be used to disseminate information concerning them. Several States have evidenced an interest in participating in such exhibits.

4. Establish suitable offices in Europe, Canada, and South America for carrying on travel promotion activities and to establish additional offices in suitable locations in the United States.

5. Encourage all the States and sub-divisions thereof to maintain and improve their recreational areas and to raise their standards of park and resort areas.

Legislation is being considered for the establishment of a National Travel Commission on which State, Federal, and private organizations will be represented. It is believed that, as private organizations interested in travel promotion activities will contribute funds to assist in developing the work of the United States Travel Bureau, they should participate in planning their expenditure. The Commission will conduct studies and make recommendations to encourage and facilitate travel in and to the United States. If such a Commission is established, it is probable that each industry will be invited to recommend the appointment of a representative to the Commission, and that the Commission will meet at the request of the Secretary of the Interior.

Seen and Heard

Statten and Newstetter to Feature Pacific Coast Conference

Each year the Pacific Camp Association brings as a guest speaker a prominent camp authority from the eastern area. This year Taylor Statten, of Toronto, Canada, director of Camp Ahmek and member of the Executive Committee of the A.C.A., will headline the conference along with W. I. Newstetter, director of the School of Applied Sciences of the University of Pittsburgh, and former chairman of the Studies and Research Committee of the A.C.A.

John Titworth, Conference Chairman, has announced as the theme of the conference "The Application of Group-Work Principles to Camping." Among the general topics to be discussed are: Program Building, Program Resources, Evening Programs, Out-of-Camp Activities, Pack Trips and Winter Camps. The meeting takes place March 16th to 19th at Asilomar, California.

Camp for Crippled Children in St. Louis

In an effort to bring about broadened social contacts for groups of crippled children, the St. Louis Society for Crippled Children sponsored a group of handicapped children in their attendance at Sherwood Forest Camp, which was designed for normal children and supervised by A. H. Wyman, executive secretary of the Park and Playground Association. The Society was given a quota of twenty children, ten boys to go in July, and ten girls in August. For the first year of experimentation the children selected were from the Elias Michael School for Crippled Children. The project was financed by the Rotary Club of St. Louis.

These handicapped children participated in a wide range of typical camp activities, each within his capacity. Individual physical, emotional and social needs were carefully analyzed, and the final reports show mark gains in all areas of effort as a result of the camp experience. Conspicuous among the benefits were an increased air of confidence and a noticeable improvement in poise and social security.

Pennsylvania Section Meets

At a recent meeting of the Pennsylvania Section in Philadelphia, five members gave brief reviews of the newest enterprises in their camps. Lekis Kanel reported on "The 1938 Youth Camp of the Y,"

Dan Howe on "Diabetic Children in Camp," George Keller on "Volunteer Group Leadership in Camp," Florence Newbold on "Experiment with a Nursery Camp," and Bruce Beach on "The Camp Library Rewakens."

Progressive Education and Camping

The December meeting of the Washington Section centered around the relationship of camping and progressive education. Mrs. Helen Bush, the speaker of the evening, emphasized that the aims of progressive educators and of camp directors are much the same.

Mrs. Frank Henderson was appointed chairman of the Standards Committee. Mr. J. Gordon Hamilton, Director of Camp Discovery, is the new chairman of the Membership Committee. We hope to have many new members in the Washington Section this year. Four evening meetings during this winter followed by an April Conference are planned by the Section.

Mrs. James R. Gates

National Capitol Section Elects

At the fall week-end meeting of the National Capitol Section the entire slate of officers was re-elected. Mr. Julian Salomon, President, appointed chairmen of the four standing committees for the year. He made a plea for bringing more members into the Section before the annual convention in St. Louis, Missouri. A thorough discussion of program planning for the coming year's work was entered into most enthusiastically by the members.

Ruth W. Robbins

Perry-Mansfield Campers Win Second Honors In National Horse Show

At the Madison Square Garden National Horse Show early in November, the campers from the Perry-Mansfield camps, of which Portia Mansfield is director, entered a team of four campers and won second place, even though they had not been together for practice since the close of camp. The class consisted of three campers with Marion Colt as captain and counselor. Frank J. Carroll was instructor. This is reported to be the first time a camp has ever entered a team in this important horse show. After the show the Perry-Mansfield campers entertained the team at a dinner at the Brevoort Hotel.

Camping Study at University of Toronto

Under the John Northway Fellowship in Psychology Foundation in memory of her late grandfather, and of which she is the first holder, Dr. Mary L. Northway is conducting an investigation in the camping field at the University of Toronto. The study deals with the summer camp in action and is to be divided into two parts: The first will consist of a descriptive analysis of the camp written from the sociological point of view, tracing the development of the social groups, organization of activity, social control and group customs, following somewhat the pattern set by the Lynds in Middletown. The second part is based on the Moreno technique and endeavors to trace the social developments during the season.

Girl Scout Midwest Section Disbands

At the October meeting of the Girl Scout Midwest Section of the A.C.A., it was decided to dissolve the section to permit its members to become affiliated with other sections in or near the localities in which the members live. It was felt that this action would be advantageous to all members. Many of the members of this section have long been active in other sections.

GOVERNMENT INVITES USE OF CAMPS FOR WEEK-ENDS

The camping facilities on the federal demonstration campsites scattered across the country are available for week-end use by camping parties during winter and spring. This will be welcome news to camp directors, directors of youth organizations and leaders of outdoor clubs, since these federal facilities are unsurpassed and thoroughly equipped for cold-weather use.

Sleeping cabins, lodges and dining halls are available for groups of any size up to 145 people. They can be obtained for periods of from one to six days.

These excellent facilities may be used by civic, church, or school groups, or in fact by any groups whether or not they are regularly organized or incorporated, the only requirement being that the camps be used by "groups whose programs are inkeeping with the environment of the area, such as camping, hiking, educational and character-building agencies."

Any of the 46 demonstration areas throughout the country may be used. Permits for short-term occupancy will be issued by resident project managers upon certification of applicants by advisory committees. Information as to the location of these committees can usually be obtained through local city park boards or recreation commissions. There is a charge of twenty-five cents per night per person.

Announcing



PRODUCTS
HEALTH RECORD SYSTEM
STORE PURCHASE SYSTEMS

and other printed forms for your camp

SAVIN HILL PRESS, 32 Oliver Street, BOSTON, MASS.

BOYS' RANCH FOR LEASE

TEELAWUKET DUDE RANCH in scenic Southwestern Colorado owns boys' ranch-camp some distance apart. Well equipped, twelve cabins (accommodate two or four boys per cabin); dining room, kitchen, headquarters building, corrals, swimming pool, etc.; one and one-half miles from railroad. Has been successfully operated until last year as headquarters for annual boys' expedition into the Mesa Verde Park, Indian and high mountain country. Teelawuket Ranch desires to lease complete set up to responsible party amply experienced in boys' work; can arrange to supply horses, saddles, equipment, etc., for operator. For further information write to

TEELAWUKET RANCH

Winter Headquarters, 8022 Forsythe Blvd., St. Louis, Missouri

LOOKING FOR a competent and experienced man to take charge of a Jewish boys' camp in Michigan, season, July and August. Prefer one from Chicago, Detroit or St. Louis. Give full details of experience and camping references. Religion no barrier. Write Box 427, CAMPING MAGAZINE, 330 South State St., Ann Arbor, Michigan.

FOR SALE: Well established camp—Accommodate 50 girls—on shores of Lake Michigan—Lodge and cabins—Box 922, THE CAMPING MAGAZINE, 330 South State Street, Ann Arbor, Michigan.

Camp Census Study Report

Early in the spring of 1937 the National Park Service undertook a census of the organized camps of the country, to determine their location, ownership and a considerable amount of descriptive information regarding them. To assist in this survey the American Camping Association appointed one of its members in each of the forty-eight states, to serve as a consultant, to cooperate with the State Supervisors of the National Park Service.

Progress in carrying out this census has varied considerably in the different states. According to the National Park Service, the work completed to date has depended to no small extent on the amount of cooperation which the consultants of The American Camping Association have found it possible to give to the State Supervisors. During the autumn months the consultants have accepted an increasing amount of responsibility, this being due probably to the fact that with the end of the camp season the members of the association have had more time available for this work.

Needless to say such a census is a huge task and it cannot be done overnight. The National Park Service reports that the study is being promoted with all possible rapidity, and that they have every confidence that it will be carried forward to a successful conclusion sometime during 1939.

Book



Corner

Minimum Requirements for 4-H Club Camps of New York

(Ithaca, New York: Extension Service, New York State College of Agriculture, 1938) 43 pages, paper, mimeographed.

A detailed and specific statement of minimum standards covering eleven areas of camp administration, for 4-H Camps in New York State. There is an appendix of recommended record forms.

Learn the Trees from Leaf Prints.

By David S. Marx (Cincinnati: David S. Marx, 3317 Madison Road, 1938) 35 pages, paper, large quarto. Paper \$1.00, cloth \$2.50.

Thirty-two large plates of leaf prints, showing 161 tree leaves, excellent for instructional purposes, giving a faithful, accurate portrayal in natural size. The sheets may be detached from the binder, and the campers own sheets of leaf prints may be added to the collection. All who are concerned with tree instruction will find this book stimulating and valuable.

These Boys of Ours.

By Frank H. Cheley (New York: Fleming H. Revell Co., 1938) 121 pages, \$1.25.

Many are the technically worded, scientific books for parents on boy psychology, most of which are too involved for the average mother and father. In this little book the author has presented simply and intriguingly the essential information the father should know regarding his son, and the techniques that have proven rewarding in handling youth. Sane, direct and practical, it will be helpful alike to parents, club leaders, counselors and teachers.

Canoe Country.

By Florence Page Jaques; drawings by Francis Lee Jaques (Minneapolis: University of Minnesota Press, 1938) 80 pages, large quarto, \$2.50.

A gem of a book! Reflecting in every page the breath of the wilderness, the echoes of the virgin lakes and trails. And as a grand collection of outdoor drawings in powerful black and white as we have seen in many a long moon! One who has paddled the countless lakes on the Minnesota-Canadian line will find amazing truth in word and picture—and many a memory will blaze with new life. It is the author's diary jotted down in rests between paddles and her husband's sketches, authentic and bold, of the high lights of the day's journey. Again let us repeat—it's a gem of a little book.

The Natural History of the Ten Commandments.

By Ernest Thompson Seton (Santa Fe, New Mexico: The Seton Village Press, 1938) 78 pages, cloth, \$1.25.

A new edition of this thought-provoking and much discussed little book, first published in 1907, which tells by story and incident in the author's experience, how wild animals obey the ten commandments. It is not only the factual information but the spiritual quality that the well-known author gives to his outdoor-lore that makes it of such value to children, and causes his books to live through the years, surviving printing after printing, and edition after edition.

The Indian Costume Book.

By Julia M. Seton (Santa Fe, New Mexico: The Seton Village Press, 1938) 230 pages, wood. \$3.50.

A description of the everyday costumes of Indian tribes, together with much of their customs, living quarters, and crafts, of value for costuming and general information regarding the Redman. It is in artistic format, beautifully printed, strikingly bound with a ply-wood and leather cover, and illustrated generously by Ernest Thompson Seton. There are general bibliographies, and lists of plays and pageant suggestions.

Swimming, Water Sports and Safety.

By Boy Scouts of America. (New York: Boy Scouts of America, 1938) 408 pages, paper, \$1.00.

A really significant book has been produced in this fourth revision of the swimming manual of the Boy Scouts of America, the former title of which was *Swimming and Water Safety*. Not only is the book more than doubled in size and almost completely rewritten, but the point of view has been changed. Whereas former publications have played up the dangers of water, instilling unnecessary fears, the present volume places emphasis on the fun and safety of aquatic sports. The recreational point of view dominates all the chapters on the teaching of swimming, the techniques of strokes, diving, pageants, stunts and games, rowing, canoeing, waterfront planning, rescue, etc. Fred C. Mills edited the volume and wrote no small part of it, although many experts contributed sections which appear under their names.

This is an outstandingly valuable manual for all who are in any way related to the teaching of aquatics or their supervision.

The TOPPAN TOT

The Sailboat Made for Safe Sailing



Designed specially for camps, the TOPPAN TOT is ideal for children and inexperienced sailors. It's easy to sail and almost impossible to tip it over. Sturdily constructed of pine and oak, it will stand plenty of abuse. It has a roomy cockpit (see how comfortably three can sail), a deep centerboard, and a comparatively flat, broad bottom that keeps it on an even keel at all times.

You'll be surprised to find how inexpensively you can equip your camp with a fleet of TOPPAN TOTS.



Specifications

Length	12 feet	Draft, (Centerboard Down)	2' 8"
Beam	5 feet	Sail Area	60 sq. ft.
Draft, (Centerboard Up)	3 inches	Weight	150 lbs.

For full specifications, prices, etc., write for Bulletin Number 100.

TOPPAN BOATS, INC • MEDFORD • MASS.

Learning to Sail

(Continued from Page 19)

the various sailing positions. Then we went through the list of directions. My whole story was told in less than an hour.

After lunch we all went down to the waterfront—the girls in their Kapoc jackets and the counselors in their bathing suits—and a Tot was brought in. *Now* when the parts of the boat were pointed out, it really meant something to the girls. Fact, following so closely on the heels of theory, was, we found, satisfactorily impressive. In another few minutes the camp was out in the Tots (two girls and a counselor per boat) and, before many more minutes, the whole fleet was under way. After sailing for an hour and a half (during which time the campers alternated as helmsmen) we shifted groups and by supper time every girl in camp had had her first crack at sailing. So every camper had not only learned something *about* sailing, but she had actually felt the tug of a sheet and the pull of a tiller in her own hands—on her first day in camp! Ten days later we conducted a little quiz on fundamentals and found that everyone had a pretty

solid grip on the facts. (I might add parenthetically that the best score was chalked up by a girl who had her tenth birthday in camp!)

And so we sailed the summer through. Each day, while the others were sailing the Tots, we took a group of girls out in our 15-foot gaff-rigged cat-boat and let them sail her. This gave those who were capable of controlling a weather-helm, a taste of more rugged sailing. Of course, if it came up a blow, an experienced hand took the tiller and demoted the girls to crew. But there was no changing of skippers in the Tots! We sailed every day possible—and some of those days the smoky sou'westers kicked up a pretty good chop—and not once did anyone go over. No one even got wet! Honestly, we were astounded to see those Tots hold such an even keel—not even heeling, mind you—on days when I would have had a busy time in my boat without a reef.

After the schedule was in full swing, we studied supplementary details, we discussed and demonstrated rules of the road; we looked over charts and learned our buoys. We learned to distinguish types of boats—not by memorizing charts, but by watching them sail by us within hailing distance.

By the end of the summer, each girl had spent some eighty hours in the Tots and had learned and practiced a good bit of what there is to know about "family-style" sailing. As years go on, the older girls will learn the fundamentals of racing and of handling sloop-rigged boats. Some of us may perhaps take day-long cruises and get a look at the other 360 islands of the bay. But our main job at "West Winds" is, as we see it, to teach our youngsters the art of knocking about a lake, river, or bay in a small boat of a sunny summer's afternoon.

Camp Counselors Training Center Experiment

Approved by the American Camping Association and sponsored by the New England Section, a Camp Counselors Training Center was conducted last summer at Springfield College. G. B. Affleck of the College formerly was Director, assisted by Marion Warner as Dean of Women and Co-director. Actively promoted by Roland Cobb as President of the New England Section, the Center was regarded as an experiment in a new type of counselor training.

Of the thirty-six applicants, twenty-two were accepted and twenty attended—eleven women and nine men—all above average in mental ability, physical fitness, and social intelligence. This group spent five weeks at the college during the early summer as part of the regular college summer session and then each was assigned for the last four weeks of the camping season to one of the cooperating New England camps where he or she served as a counselor, gaining practical experience.

The college session of six days a week offered two or three hours of class-work each morning and three or more hours of practice each afternoon, with evenings devoted to campfire activities. A certain amount of specialization or majoring in fields of student selection was allowed. The College Day Camp, a mile from the college, provided opportunity for supervised practice-counseling. A

The camp directors accepting students in their camps for further training during the last four weeks were Bliss Sargeant, College Day Camp; Phil Cobb, Winona Camp; A. A. Mason, Camp Agawam; Geo. L. Meylan, White Mountain Camp; Halsey Gulick, Camp Wohelo; Elizabeth Bass, Camp Kineowatha; Mrs. Edward Gulick, Aloha Camp; Jean MacNaughton, Camp Sargeant; Roland Cobb, Wyonegonic Camps; Harry Clark, Camp Parker; L. D. Roys, Camp Idlewild; C. A. Roys, Camp Tela Wooket; R. S. Lawrence, Camp Talbot; and H. M. Gore, Camp Najerog.

Music At Camp

(Continued from Page 11)

camps have been doing with music to deserve such a collection as representative of "Camp Songs." I'm afraid we deserve it. Just as nationally we borrow music for our "national" anthem, so we have borrowed too much stuff that was of little account in its first use.

Of course there is a place in camp for ruff-stuff, for the blood-and-thunder musical narrative with buckets of blood and the chieftain's daughter chopped to bits. There is therapeutic value in the crazy, wild nonsense of it. There will always be plenty of that with little or no effort on our part. It is the other areas that we need to explore. Count over the original camp songs you know—words and music—which will stand a test for either good music or good verse. Then count the ones that are weak adaptations of college songs, other camp songs, or threadbare "old" tunes, with just enough change in words to make it "our" camp song. Two girls were traveling west from their summer camps. One began to sing her camp song. "Hey, wait a minute, *that's* OUR camp song," said the other. So nearly alike that they could easily have been interchangeable.

Shall we accuse ourselves here of laziness or lack of creative ability? Is it, after all, not better to use a standard tune than to risk the uninspired effort of a camper? There will be difference of opinion on this, but our own conviction is that a simple tune, very simple, perhaps, that has been worked out with loving effort by one of us in and for our own camp will mean infinitely more. If they are poor, maybe we can stimulate interest in improving them. Many camps have song-writing contests, and there is nearly always at least one that stands the test of time, of being sung, and becomes a favorite camp song. That is real creative education.

Building up a camp songbook for each camper and adding to it from year to year is one of the very best things to do. In addition to the originals it would contain the new hymns that have become part of the camp life, the best of the folk songs, etc. A smaller group of older boys can be interested in exploring for new songs, trying them out, learning them in

order to help the whole group learn them. In our camp this procedure has led to a lively interest in poetry, with individuals collecting what they like best, with poetry readings several times a season.

So let us launch out into the deeps of musical waters. Give some of the good old ones a rest. They are tired; and so are we. Bring out some of their equally worthy, equally old, equally lovely companions and let them try their appeal to us. Search for the best of the new. And above all, steer for the wild and unexplored waters of individual and creative effort. Your catch may be queer in form or small in size, but it will be alive, it will have the touch of life and of beauty which we crave for all our camp experiences.

Work-Shop

(Continued from Page 15)

by spreading materials on a table and working with them. The children naturally start to manipulate materials and with a few suggestions they start creating an art object.

The counselor will try to make herself as inconspicuous as possible since she does not wish to impose her ideas upon the students.

Integration

The reconstructed work-shop program aids in uniting all fields of camp activities into one. The nature counselor will be of great assistance in helping the children to see and appreciate nature. If she will encourage the children to make sketches when on nature hikes these sketches will serve the two-fold purpose of learning facts and being also the basis for original designs. Costumes and scenery for outdoor-theater plays can be made in the work-shop, and beautifying the camp site may be a significant part of its program.

The craft counselor will not confine herself to the craft shop but will circulate over the whole of camp ground making her program serve all other activities. She can encourage group projects by decorating bulletin boards, waste baskets, etc. She can encourage making of clogs for beach wear, pillows for canoes, musical instruments for band or the making of puppets for the entertainment of the whole camp. A program of this order will influence the whole camp and have a noticeable unifying effect.



AT HOME



Courtesy Emma Kaufmann Farm Association

Nature Study

(Continued from Page 13)

of creation, stories of Apollo, Neptune, Pluto, Venus, unfolded on a grassy plot. Indian and other legends were acted out. In pantomime many interesting facts and relationships discovered in nature came to life with a narrator giving brief interpretations. Costumes were made of cheesecloth or muslin in simple classical style, the campers dyeing them from materials found near camp: brown from soaked walnut shells, red from pole berries, yellow from inner birch bark or sneeze weed, many shades from broom sedge, and blue from indigo. (See *Vegetable Dyes* by Ethel Mairet.)

"Unintended" nature study reached a high point in campfires through a vivid story-teller bringing parts of Seton's *Lives of the Hunted* or *Wild Animals I Have Known* and similar books. Local people recounted tales of pioneering, trail-blazing, severe storms, etc. Songs were



HOTEL JEFFERSON, ST. LOUIS, MISSOURI
CONVENTION HEADQUARTERS

of wind, birds, seas and woods. Bird and animal calls were simulated.

Once campers had had the experience of lying out on their backs at midnight with the counselor helping them find constellations, star sessions were often asked for. The fireworks of shooting stars in August were eagerly awaited. Constellations were outlined on large sheets of tin and cardboard, stars punctured there and displayed in a dark room with an electric bulb behind. The legend accompanying each constellation was part of the fun.

The topography of the campsite lent itself to nature study. After hiking two miles in each direction from a certain point, maps were drawn. Miniature four-foot-square landscapes represented the actual situation. Hills were piles of rocks and stones; lakes and streams were put in in cement; branches and twigs represented vegetation.

The geologic background of the camp environment came into its own, too—glacial erosion, eruption of mountains, etc. It was unfolded in graphic form by paintings on rolls of wrapping paper in vivid units. A "movie" was made by tacking each end to a roller, placed in a frame and unrolled before the camp with narrator or subtitles. (Life histories and metamorphoses of insects were portrayed similarly.) Some of these facts were presented puppet fashion also, with stage sets and background featuring the landscape.

Incidents of historical interest relating to the country nearby were portrayed in puppets and life-size drama, with the contour and natural aspects of the country represented in drops and stage scenery.

Visits were made to nearby points of interest relating to flood control, soil erosion, mineral and glacial deposits, saw and paper mills. Campers did some searching into their sociological implications.

When the summer was over the campers were not overly conscious of "nature study," but they were more alive to the exciting and thrilling world in which they lived. Some were so much interested in the mysteries and processes going on around them that they didn't want to stop investigating them when they left camp. Some were all unknowingly longing for "nature," as was Dolores on her return to the city when she said somewhat resentfully, "No trees here—just windows with shoes and groceries and dresses!"

Any counselor who wants to be ready to help campers to this type of nature experience will welcome as her Bible, *Hand Book of Nature Study* by Anna B. Comstock.

Woodcraft, Plus

(Continued from Page 17)

parents and campers, observations and anecdotal records, results of physical examination and other tests, records of progress, summaries—is invaluable to him. He consults cabin counselors and others of the staff for information that has not yet reached the file. When he departs on the trip, he is as fully informed about the members of his group as any other counselor in camp.

On the trip he notes incidental behavior which his wisdom tells him will be of most help in understanding the camper, and also directs his observation to certain areas which he has previously decided to have special developmental significance. In this latter type of observation he will find himself writing answers on small filing cards to such questions as these: how does the camper fit into the group—is he received favorably or unfavorably? What is his degree of co-operation in work and in play? How does he meet "tough going?" Does he accept responsibility readily? How is he on initiative and leadership qualities? Will he take suggestions for his improvement?

The counselor-woodsman has two obligations with regard to the information he gathers. He must use it to the best of his ability in immediate adjustment situations—to help the camper help himself—and he must preserve it for the cumulative record back at camp. This means, of course, the frequent burning of midnight tallow.

Tallow, up in smoke, is a symbol. It represents the work for understanding on the part of the real counselor-woodsman in the opportunity which is woodcraft. Played upon by the winds of wisdom, it forms the plus sign.

Winter Camping

(Continued from Page 9)

away at this daily task of hunting food. Squirrels enliven the winter woods and cotton-tails, snowshoes or jack rabbits abound all over our country and furnish food or object of hunting or subject of nature study.

Winter camping furnishes a fine opportunity for birds' nest hunting.

Forestry comes in for its share of interest with the study of winter twigs, gathering of seeds and cones, and the study of tree diseases. The annual rings of trees are studied from sawed logs.

Many crafts may be learned during the long winter evenings around the fireplace—basketry, horncraft, leathercraft, woodcarving are all possible. Tales of the early days of our country can be told by the oldtimers, songs of fellowship sung, and stories of high adventure recited. And so a day in winter camp draws to a close, and one by one tired, well-fed, happy campers drop off to sleep, and dream of hardy adventurers who roam the wilds of Alaska, or are with the Lost Patrol on the Polar Ice.

Some of the greatest thrills of our lives are the memories of glorious, clear moonlight nights with the buck deer snorting on the ridges, the dark pines and glistening snow, the fascination of the web trail winding among the spruces, the finding of a partridge bed in the snow, a black alder tree loaded with scarlet berries, the tang of winter wind on the cheek and the ring of flashing skates on clear ice, the fairy enchantment of snow laden woods, and the tracks of little wild creatures telling their tales of struggles for existence, of battle and death in the beautiful out-spread book of the snowy woodlands.

And closing as we began, the problem of how to get boys into winter camp is:

1. The selling of parents and campers on the idea that it can be done.

2. Having the initiative to plan a course, find the facilities, and then carry out the program of winter camping.

It is our hope that the web trail, the winter winds, and the winter call of the Red Gods will come to all of us.

Qualifications and Responsibilities

(Continued from Page 5)

not being able to paddle is an undesirable lot, and that being able to handle the canoe expertly is the most pleasant experience in the world. And here we in education can draw up our chairs and take a few lessons from the fields of advertising and salesmanship. Why do we buy advertised products? Because the advertisements make them appear highly desirable. Why do we buy a thing from the salesman? Because we are convinced that life isn't worth living without that particular commodity. Let us, then, be salesmen in camp. Let us make the things which we wish to achieve highly desirable. And right here we have a stroke of luck, for everything is prejudiced in our favor at the start. Right at hand we have the most valuable resource of all, and that is fun. The more pure joy which we can insert into activities and the more fun which can be had by entering into them, the more the individuals we are attempting to lead are going to want to do them. So make the things you want your campers to do, joyful and full of fun. And imbue them with glamour and romance as well.

One other item in this business of leadership is that of leading by example. Children carry imitation to extremes. And so one of our most serious responsibilities is providing the right kind of example. We as leaders must actually be all the things we wish the campers to be. Remember that if we break a rule, so will the children. If we stand up straight, that will be their endeavor; if we hate spinach, they won't eat theirs, ad infinitum. And because leaders are so admired and worshiped, we must remember that everything we do must be for the campers' good. If we ask ourselves, "What effect is my behavior going to have on that of

the campers?" we find it much simpler to guide our own actions.

Next comes the problem of our job. We are engaged to do a job in camp and we must do it. Our first responsibility is to ask, What is my job? Life would be simple if anyone could ever tell all the details of our job. We all know that we only find out the in's and out's of any position by actually living in it for a period of time. And so the habit of writing down and outlining all one's responsibilities from the time of arrival until nothing new crops up any more will prove invaluable. We will find that our responsibilities fall within these five (or similar) fields: 1. The camp and the director, 2. The campers, and particularly the cabin group, 3. The activity in which we assist or instruct, 4. The counselor staff, and 5. The homes from which these campers come.

We owe our allegiance to the camp, its director, and its ideals, both when we are on duty and when we are off duty. In caring for children, their health, safety, adjustment to camp life, and general well-being are of far greater importance than any other duties. Every director will tell you, "The child comes before the activity." Remember this. In the activity you will be expected to provide excellent instruction, have ideas for special programs, make that activity interesting and attractive, make it run smoothly without interrupting the entire camp program and requiring the services of all the rest of the staff. You will be expected to know what equipment is necessary to it, how to care for that equipment, and where to store it when it is not in use.

As far as the other counselors are concerned, you will be expected to enter enthusiastically into their projects and to offer your services wherever you can be of assistance. It is essentially a situation where you must be able to work with other people. There is less room at camp for the brilliant individualist and specialist than in almost any other branch of activity. You will also be expected to contribute to the general happiness of the group by a steadfast refusal to be involved in any type of gossip.

Our responsibilities to the home are less obvious but present none the less. Remember that children come from homes and go back to them when the camping season is over. They should be better equipped for life at home

when they return from camp than they were before they went. We are also expected to write letters to the parents of the campers. We are expected to make out the reports which are compiled for information to be sent to the parents during and at the close of the camp season. These letters and reports are as much a part of the camp counselor's job as is actual instruction in activities.

There is also a miscellany of small jobs which we must care for. We must be ready to keep children occupied with interesting activity at a moment's notice. This includes having a great many ideas for evening programs. We should know where those children are and what they are doing all the time. This does not imply that they need be spied upon. Form the habit of counting your particular group whenever they are gathered together in the dining room, at evening programs, morning flag raising, and any other group activity. Observe them carefully for signs of ill health, and when they appear ailing not only tell the child to go to the nurse or to the doctor, but yourself report the illness to the person in charge of the health. See that the rules which have been made are enforced; in most situations the only rules are those which have been made for reasons of safety. Observe keenly the social adjustments the individual campers are making within their own smaller groups. Be able to initiate and guide conversation into desirable channels. This is a social asset which is more important at camp than it is in everyday life. Attend all meetings which are scheduled for counselors or for the entire camp. Attend counselors' meetings with a "that means me" attitude toward directions, requests, and information which may be given there. You will be expected to be able to select and read suitable material to children. This cannot be done without forethought, so before going to camp find out what children like and choose books which will be worthwhile.

The last phase of the job which we shall mention is the relation of you and that job to the whole program. Remember that there are many activities and that some are more important than others. Adapt yourself to the idea that you must be an efficient part of a smoothly working, if it is to be a smoothly working, program. In other words, you are one very important cog in a large machine.